

UNISA COLLEGE OF EDUCATION

Findings on intervention project conducted for TVET Colleges in South Africa

Presented by Dr. SJ Mohapi and NJ Mangqase

13 August 2018



Outline of the presentation

- Introduction
- Pilot project with Majuba
- Intervention
- Challenges
- Lessons Learned

Introduction

In 2013, UNISA entered in partnership with the SACPO to build capacity of TVET sector

The areas of collaboration include:

- Continuous Professional Development for TVET
- Addressing issues of access and success for Not in Education not in employment and training youth (NEET's)
- Developing quality assurance mechanism TVET
- Institutional Development support for TVET

Pilot project with Majuba

- In 2013 we piloted a project with the Majuba college
- Offered a PGCE program to 55 lecturers
- Lecturers were supported by means of face to face contact sessions
- Overall administration from bulk registration to assignment collection
- Pass rate was over 75%
- In 2016 10 Lecturers from the Majuba college were enrolled for a Masters Programme at UNISA and graduated this year
- In 2018 50 more lecturers are enrolled for the Masters Programme

Majuba Graduates



Principal and Vice- Chancellor, Prof Mandla Makhanya (centre) together with Unisa supervisors and the first Master's graduates from the Majuba TVET College in Kwazulu-Natal

TVET Lecturer Development Intervention

This is a Short Learning Program offered by the Centre for Continuing Education and Training at UNISA. The programme offered consists of five modules with a total of 72 credits. The training took place from 17 June to 30 November 2016 and was conducted over 12 days. It covered the following modules

- Design and develop learning interventions (**MODULE 1 PTRP01X**)
- Learning facilitation methodologies (**MODULE 2 PTRP02Y**)
- Learner mentoring, guidance and support (**MODULE 3 PTRP033**)
- Conducting assessment of learning outcomes (**MODULE 4 PREP044**)
- Training practice (**MODULE 5 PTRP055**)

Participating TVET's

The program targeted 9 TVET colleges and reached over 566 lecturers. The following colleges were identified:

- Tshwane North TVET College
- Capricon TVET College
- Ekurhuleni West TVET College
- Majuba TVET College
- Coastal TVET College
- Elangeni TVET College
- Esayidi TVET College
- Sekhukhune TVET College
- Motheo TVET College

Intervention

- The registration and induction was conducted between April and May. The centre embarked on this registration in order to accommodate the group as the university registration was already closed.
- The anticipated numbers from each college was 50 per college, however the response was overwhelming where some colleges had over 100 participants registering for the program. The totaled registered students were 597.

Registration and Contact Session

Project Phases	Planned Completion Date	Actual Completion Date
Registration and Induction	April/May	June
Training Block session 1	June/July	June/July
Training Block Session 2	Sept/Oct	November

Results

Province	TVET College	Number Registered	Number Passed	Number Failed	Number that failed due to non Submission of POE'S
KZN	Majuba	28	21	6	1
KZN	Elangeni	67	39	8	20
KZN	Coastal	88	71	12	5
KZN	Esayidi	156	87	14	55
Gauteng	Tshwane North	46	9	4	33
Gauteng	Ekurhuleni West	31	10	10	11
Limpopo	Sekhukhune	59	39	9	11
Limpopo	Capricorn	58	42	5	11
Free State	Motheo	64	22	19	23
Total		597	340	87	170

Challenges

- There was not enough support received from Senior Management Teams mostly from Colleges that performed below par as indicated on the above.
- No appropriate training venues provided for training as requested.
- Inconsistent attendance by the participants
- Lack of pedagogic content knowledge by participants with regard to their own subjects
- Lack of motivation influenced by the selection process of the participants in some colleges

Lessons Learned

- After careful analysis and assessment of the entire programme delivery and challenges experienced as well as other gains opportunities identified, the following among many other remedial actions are critical and proposed as opportunity risks:
- Further specialized training be introduction in these Colleges on the following modules which were found to be mostly lacking, and more time to be devoted in those areas:
- Design and develop learning interventions (**MODULE 1 PTRP01X**)
- Learning facilitation methodologies (**MODULE 2 PTRP02Y**)
- Training be provided outside of the confines of the College as participants tend to periodically absent themselves by attending to other College business during training.

Thank you!

“Great things are not done by impulse but by a series of small things brought together”